



University Eligibility Study for the Class of 2007

The California Postsecondary Education Commission, California State University, and the University of California conducted a study to estimate the percentage of public high school graduates who meet the admission requirements for the two university systems.

The study found that 13.4% of California public high school graduates were eligible for UC, and 32.7% were eligible for CSU. The UC eligibility rate has fallen since the Commission's last study in 2003, but the CSU eligibility rate has increased sharply. The gap in university eligibility between racial/ethnic groups has narrowed slightly, but eligibility rates for Black and Latino graduates are still well below the rates for Asians and Whites.

The California Postsecondary Education Commission periodically conducts studies to estimate the percentage of California public high school graduates who meet the admission requirements of California State University and the University of California. The Commission does these eligibility studies in cooperation with the two university systems and the California Department of Education. This study examines the university eligibility of the public high school graduating class of 2007. The Commission's previous study was for the high school graduating class of 2003.

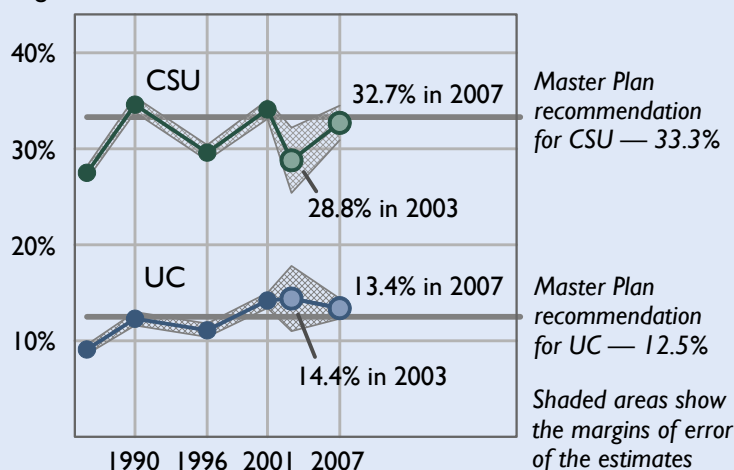
Eligibility studies are conducted by collecting transcripts from a sample of high schools throughout the state. Each transcript is reviewed by university staff to see if the pattern of courses, grades, and test scores would make the student eligible for admission. Schools were contacted in November 2007 and transcripts were collected over the following several months. More than 72,000 transcripts from 158 schools were evaluated.

Eligibility rates. The study shows that the eligibility rate for CSU has increased sharply since the Commission's 2003 study, while the rate for UC has fallen slightly. Eligibility rates for both systems are now close to the figures recommended in the state's Master Plan for Higher Education of 33⅓% for CSU and 12½% for UC.

Racial and ethnic groups. As in previous studies, the results show substantial differences in university eligibility. The UC

University Eligibility Rates

Percent of California public high school graduates eligible for UC and CSU



Estimates from Commission studies, 1983–2007

eligibility rates for Black and Latino graduates are much lower than the rates for Whites and Asians. The percentage of Black and Latino high school graduates eligible for UC advanced slightly between 2003 and 2007. Eligibility rates for Asians and Whites fell, narrowing the eligibility gap.

For CSU, there is less of a gap between racial and ethnic groups. Eligibility rates for Black and Latino graduates have increased since 2001, but are still well below the figures for Whites and Asians.

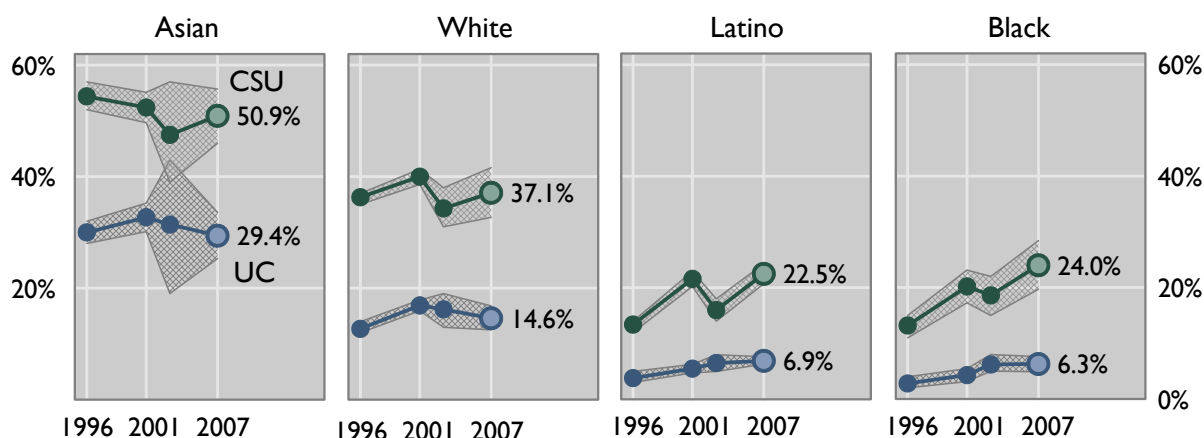
Eligibility pool. In 2007, California public high schools graduated 350,700 students. Of these, 46,400 were eligible for UC and 114,400 were eligible for CSU. The UC eligibility pool, or the number of graduates eligible is down slightly from 2003, but the CSU eligibility pool is up by 20% from 2003. The racial and ethnic composition of the eligibility pool has changed as a result of changes in eligibility rates and changes in the composition of California's high school graduating class. The Latino eligibility pool has grown sharply, with the number of Latinos eligible for CSU standing at 28,300, an increase of 55% from 2003.

More details of the results and comparisons with past eligibility studies are in *Results*, page 5.

The California High School Exit Exam. Eligibility rates are defined as the number of eligible students as a percentage of high school graduates. Since 2006, public school students have had to pass the California High School Exit Exam (CAHSEE) to graduate. This has restricted the number of seniors graduating, particularly for Latinos and Blacks. Eligibility rates as a percentage of graduates are higher than they would be if graduation rates were similar to levels before the CAHSEE was required and the eligibility gap may be wider than indicated by figures based on graduates.

In order to make fuller comparisons of the 2007 results with past years and to assess how eligibility varies between racial/ethnic groups when all high school students are considered, not just graduates, the Commission will conduct more analysis of eligibility and graduation data. This analysis will be presented at the Commission's March 2009 meeting.

Eligibility Rates for Racial and Ethnic Groups



Shaded areas show the margin of error of the estimates. Values are shown on page 4.

UC and CSU's Eligibility Requirements for Fall 2007

Eligibility requirements for freshmen admission are based on high school coursework and SAT or ACT scores. A student must complete a pattern of courses known as the *a–g* requirements and achieve a sufficiently high grade point average (GPA) in these courses.

The score needed on the SAT or ACT depends on the student's GPA. Students with a GPA of 3.0 are eligible for CSU without taking these tests. Students with a lower GPA need a qualifying score on the SAT I reasoning test or ACT (see table, right).

UC requires a qualifying test score for all students. This score is calculated from scores on the SAT reasoning test or ACT assessment with writing, and two SAT subject tests. The score needed depends on the student's GPA. Students with lower GPAs need higher scores.

Other paths to eligibility at UC. UC has two other paths to eligibility. Under *Eligibility in the Local Context* (ELC), juniors in the top 4% of their class are eligible, regardless of their test scores and senior year grades. These students must have completed 11 of the required 15 courses by the end of their junior year.

UC identifies these students by asking high schools to provide transcripts for the top 10–12% of their juniors. UC then identifies the top 4% according to UC's criteria on how students should be ranked.

Under *Eligibility by Examination Alone*, a student without the required coursework is eligible with sufficiently high test scores. The student must have qualifying scores on the SAT reasoning test or the ACT, and two SAT subject tests.

Special admission. The universities also admit some students under special admission or admission by exception. These include athletes, students with exceptional talents, and students who are educationally or economically disadvantaged. These students are not included in the eligibility estimates in this report.

Subject requirements

Subject	Years required*
a. History and social science	2
b. English	4
c. Mathematics	3
d. Laboratory science	2
e. Foreign language	2
f. Visual and performing arts	1
g. Electives	1

*UC requires that seven of these courses be taken in the junior and senior years.

Test score requirements

Student's GPA (a)	Test score needed		
	For CSU		For UC
	SAT I	ACT	UC score(c)
2.0	1,300	30	—
2.2	1,140	26	—
2.4	980	22	—
2.6	820	18	—
2.8	660	14	d
3.0	b	b	223
3.2	—	—	175
3.4	—	—	147

The table is condensed from the universities' actual requirements. Full details are available at the universities' websites.

a— GPA in courses meeting the subject requirements taken in grades 10–12

b— CSU does not require a test for students with a GPA of 3.0 or higher

c— Total from rescaling and combining scores on the SAT reasoning test or the ACT assessment and two SAT subject tests. Details of the calculation are on UC's admissions website.

d— Students with a GPA below 3.0 are not eligible for regular admission to UC.

RESULTS

The percentage of California public high school graduates eligible for UC was 13.4% in 2007, down from 14.4% in 2003. This decrease is partly the result of recent changes in UC's admission requirements. UC eligibility grew in the late 1990s. The Commission's 2001 and 2003 eligibility studies showed that UC eligibility was well above the 12½% recommended in the state's 1960 Master Plan for Higher Education. UC responded by making requirements more stringent (see page 8). Eligibility is also affected by the trends in the number of students completing the *a–g* coursework requirements and taking the SAT and ACT. The Commission will examine these factors more closely in future analyses.

Eligibility for CSU was 32.7% in 2007, up from 28.8% in 2003. This increase reverses the sharp drop in eligibility that occurred between 2001 and 2003 and puts CSU eligibility close to the Master Plan recommendation of 33⅓%. The margin of error in the 2003 study was larger than in other eligibility studies, but the 2003 dip is too large to be explained by sampling error, particularly since UC eligibility was up in 2003.

The drop in CSU eligibility may have resulted from changes in coursework requirements. 2003 was the first year for new CSU requirements with an additional year of history and of social science and laboratory science. Although this change was announced in 1999, before the class of 2003 en-

Eligibility rates and margins of error

	1996	2001	2003	2007	Margin of error	
					2003	2007
University of California						
All graduates	11.1%	14.2%	14.4%	13.4%	11–18%	12.3–14.4%
Male	9.7	12.5	12.6	11.2	9–16	10.2–12.3
Female	12.6	15.8	16.2	15.3	13–19	14.2–16.4
Asian	30.0	32.7	31.4	29.4	19–43	25.3–33.6
White	12.7	16.9	16.2	14.6	13–19	12.5–16.8
Latino	3.8	5.5	6.5	6.9	5–8	6.3–7.6
Black	2.8	4.3	6.2	6.3	5–8	4.9–7.6
American Indian	—	8.9	6.6	2.4	3–10	1–4
California State University						
All graduates	29.6%	34.1%	28.8%	32.7%	25–32%	30.9–34.5%
Male	26.3	28.4	24.0	27.3	20–28	25.3–29.3
Female	32.9	39.4	33.3	37.6	30–37	35.8–39.4
White	36.3	40.0	34.3	37.1	31–38	32.7–41.6
Asian	54.4	52.4	47.5	50.9	39–57	46.0–55.7
Latino	13.4	21.6	16.0	22.5	14–18	20.7–24.3
Black	13.2	20.2	18.6	24.0	15–22	19.7–28.4
American Indian	—	20.1	19.7	12.1	10–30	5–19

Figures for Asians include Pacific Islanders and Filipinos

Margins of error are between the upper and lower 95% confidence limits

tered high school, some students in the class of 2003 may have had difficulty in fitting the new requirements into their course of study because their school was still in the process of adapting course offerings to the new requirements.

The 2007 results indicate that this is less of an issue. Schools have had more time to adapt their course offerings to CSU's requirements and eligibility has returned to a level close to the Master Plan recommendation.

Racial and Ethnic Groups

The gap between racial and ethnic groups has gradually narrowed in the past decade, but eligibility rates for Black and Latino high school graduates are still much lower than for Asians and Whites. For UC, eligibility rates for Latinos and Blacks increased between 2003 and 2007, while rates for Asians and Whites fell. Nevertheless, there is still a wide gap in eligibility. Only 6.3% of Black graduates and 6.9% of Latino graduates were eligible for UC in 2007. UC eligibility for Whites was more than double this figure and eligibility for Asians was far higher at nearly 30% of high school graduates.

For CSU, eligibility rates for all ethnic groups increased between 2003 and 2007. Rates for Blacks and Latinos advanced slightly more than rates for Whites and Asians, narrowing the eligibility gap slightly. The eligibility rate for Latinos did particularly well, going from 16% in 2001 to 22.5% in 2007.

The Gender Gap

Eligibility rates for male graduates continue to be lower than for females. At CSU, the gender gap widened in the late 1990s, with eligibility rates for males slipping to 72–73% of the rate for females. Until recently, UC had less of a gender gap with eligibility for males at about 80% of the rate for females, but with the 2007 study, the gender gap widened, and UC now has a similar gender gap to CSU.

The gender gap is particularly wide for Blacks and Latinos. The UC eligibility rate for Black males was 4.9%, two-thirds of the rate for Black females. For White students the gender gap is lower — at both systems, eligibility for males is about 70% of eligibility for females. Asians have the lowest gender gap with eligibility for males at 80% of eligibility for females.

Eligibility Pool

Applying eligibility rates to the number of students graduating from California public high schools gives an estimate of the number of students eligible, for each system. For UC, the 2007 eligibility pool was an estimated 46,800, down from 48,400 in 2003.

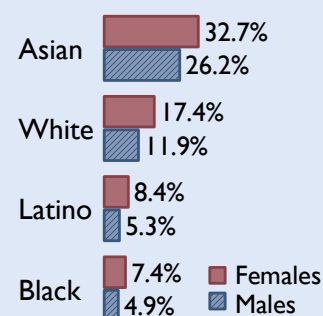
The Gender Gap

Eligibility rates for male graduates as a percentage of the rate for female graduates

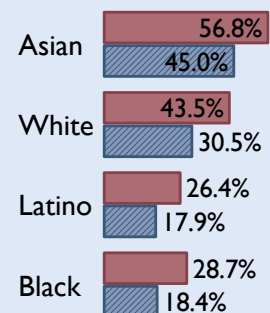
	UC	CSU
1996	77%	80%
2001	79%	72%
2003	78%	72%
2007	73%	73%

2007 Eligibility Rates by Gender

University of California

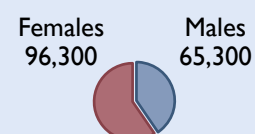


California State University



The 2007 Eligibility Pool

Both systems



The CSU eligibility pool was 114,400, an increase of nearly 20% from 2003. This sharp increase was the combined result of a 4% increase in the number of high school graduates and the gain in the CSU eligibility rate occurring between 2003 and 2007.

The racial and ethnic composition of the eligibility pool has changed as a result of both changes in eligibility rates and changes in the ethnic composition of California's high school graduating class.

In 2007, 125,700 Latinos graduated from California public high schools, up from 114,300 in 2003. As a result, the Latino eligibility pool has grown, particularly at CSU, where it was 28,300 in 2007, an increase of 55% from 2003.

The CSU eligibility pool for Black graduates also showed strong growth, increasing by one-third. The pools for Asians and Whites grew more moderately, and the UC eligibility pool fell slightly between 2003 and 2007.

The eligibility pool is becoming predominantly female. Higher graduation rates for female high school students, combined with higher eligibility rates mean that the eligibility pools for both university systems are now about 60% female.

Eligibility pool

	1996	2001	2003	2007
University of California				
All graduates	28,600	44,300	48,400	46,800
Male	12,000	18,600	20,200	18,900
Female	16,900	25,700	28,300	27,900
Asian	11,200	15,200	15,200	15,300
White	15,300	23,200	23,100	20,000
Latino	3,000	5,600	7,400	8,700
Black	500	900	1,500	1,600
American Indian	—	200	200	100
California State University				
All graduates	76,200	106,500	96,700	114,400
Male	32,500	42,500	38,600	46,400
Female	44,100	64,100	58,300	68,400
Asian	20,300	24,400	23,000	26,400
White	43,800	55,100	49,000	50,700
Latino	10,500	22,100	18,300	28,300
Black	2,500	4,400	4,500	6,000
American Indian	—	500	600	300

California public high school graduates

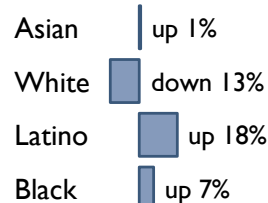
	1996	2001	2003	2007
All graduates	257,400	312,000	335,700	350,400
Male	123,500	149,500	160,800	168,500
Female	133,900	162,500	174,800	181,900
Asian	37,300	46,600	48,400	51,800
White	120,600	137,700	142,800	136,500
Latino	78,000	102,200	114,300	125,700
Black	19,200	21,900	24,100	24,900
American Indian	2,300	2,700	3,100	2,800
Unknown	—	900	2,900	8,600

Graduates of comprehensive high schools, continuation schools, and alternative schools. Excludes graduates of special schools, county community schools, juvenile court schools, and similar institutions.

Columns may not total because of independent rounding.

Growth in the Eligibility Pool 2003–2007

University of California



California State University



What is Eligibility?

The eligibility rates presented in this report are based on the number of high school graduates who meet the minimum entrance requirements for UC and CSU.

These figures differ from the number of students who are admitted to or actually enter each system.

Not all eligible applicants are admitted to the campus or program of their choice. Many programs have more eligible applicants than there are places. Admission to UC is based on a comprehensive review of an applicant's accomplishments. Students admitted to the most popular programs at the most sought-after campuses typically have grades and test scores well above the minimum eligibility requirements and have completed additional coursework.

Eligible applicants who are not admitted to the campus of their choice are placed in UC's referral pool and are offered a place at another campus.

CSU also uses supplemental admission criteria for oversubscribed, or impacted, programs and campuses. These include grades and test scores, special talents, and socioeconomic disadvantages. Eligible applicants who are not admitted to a program of their choice are redirected to other campuses. CSU designates service areas for its campuses and guarantees that eligible applicants from high schools in a campus's service area will be admitted to some program at that campus.

Not all applicants who are admitted actually enter UC or CSU. Some may accept offers from independent universities or out-of-state universities, or may not enroll at all.

For these reasons, entry rates are lower than eligibility rates. In recent years, 7–8% of public high school graduates enrolled in UC and about 10% enrolled in CSU.

IMPLICATIONS

These results show that many more California high school graduates are likely to seek a university education in the next few years. With new requirements, the UC eligibility pool has fallen slightly, but this is more than offset by a sharp increase in the CSU eligibility pool. Eligibility for Latinos — California's fastest-growing ethnic group — has increased particularly strongly.

The gains in CSU eligibility are spread across all ethnic groups, indicating that more lower-income students are becoming eligible. Many of these students face serious obstacles to enrollment. One of the major issues is costs. Some students are unable to attend a residential campus and can enroll at a university only if they can live with a parent and take classes at a nearby campus or center. Others are unwilling to take on the debt that is now needed to finance a university education.

With limited state funding, it is becoming increasingly difficult to serve these students by building more campuses and providing more financial aid. One way to give more students the opportunity for a university education in the current economic climate is to reduce the underlying cost of higher education. The community college system is still an affordable entry point to higher education. More cooperative arrangements with community colleges, such as joint-use centers and expansion of the transfer system, could assist the state in educating more students at less cost and turn the recent gains in eligibility into enrollment.

This growth in eligibility comes at a time when the state likely to reduce funding for higher education. The state and the higher education systems must look into innovative and economical ways of doing business if California is to continue to deliver the Master Plan promise of giving all qualified students the opportunity for a university education.

BACKGROUND TO THE STUDY

The Commission conducts eligibility studies for a variety of reasons. The state's 1960 Master Plan for Higher Education recommended that CSU select its freshmen from the top third of California's public high school graduates and that UC select from the top eighth of public high school graduates. Eligibility studies show whether the systems need to adjust their eligibility requirements so that the desired proportion of the high school graduating class will be eligible.

Reviewing transcripts collected from the entire graduating class shows why students do not qualify for admission. This helps identify obstacles, such as limited course offerings, that prevent students from qualifying. Eligibility studies also give estimates for regions and for racial/ethnic groups. These figures allow an assessment of how the opportunity to attend public universities varies between racial/ethnic groups and from place to place in California.

Need for a 2007 Eligibility Study

The Commission's last study was for the high school graduating class of 2003. This study showed that UC's eligibility rate was higher than the figure recommended in the Master Plan. In order to bring its eligibility rate closer to the Master Plan recommendation, UC made a series of changes in the way that it determines eligibility (see page 8). The last of these changes was effective for students entering in fall 2007. The 2007 study shows how these changes have affected the percentage of high school graduates eligible for UC.

Recent Changes to UC's Requirements

UC responded to the Commission's 2003 Eligibility Study by making its eligibility requirements more stringent. In July 2004, the Board of Regents approved two changes effective for students entering in fall 2005.

First, students identified as *Eligible in the Local Context* (ELC) are now required to complete the course pattern and take the tests required of other applicants. Under ELC, juniors who have completed 11 of the 15 required *a-g* courses and are in the top 4% of their class are eligible. Until 2004, these students did not have to complete the *a-g* requirements in their senior year.

Second, UC changed the method used to calculate GPA. Until 2004, UC used a *best-of-pattern* GPA, based on the applicant's best grades in the *a-g* courses. When an applicant took more *a-g* courses than needed to meet the coursework requirement, poorer grades were omitted from the calculation. UC now uses an *all-courses* GPA, where grades in all *a-g* courses taken in the 10th and 11th grades are used in the calculation.

In September 2004, the Regents approved an additional change, raising the minimum GPA from 2.8 to 3.0. This change was effective for students entering in fall 2007.

The study also monitors CSU eligibility. CSU increased its history and social science and laboratory science requirements shortly before the 2003 study and schools have had more time to adjust their course offerings in response to these changes.

Transcript Collection in Earlier Studies

Until 2003, the Commission conducted eligibility studies by collecting transcripts from every high school in the state. The Commission wrote to schools, asking for a sample of transcripts from each school's graduating class. School staff mailed this sample of transcripts to the Commission. The transcripts were scanned, information identifying individual students was redacted, and these un-identified transcripts were reviewed by an evaluator from each system to determine each student's eligibility. In each study about 15,000 transcripts from 900 to 1,200 schools were reviewed. The margin of error of the statewide eligibility rates in these studies was 1% or less.

Conducting eligibility studies in this way was very costly. Most schools responded promptly, but schools needing additional attention took up a large amount of staff time, because the Commission was attempting to collect transcripts from every high school in the state. Contacting the schools and checking and filing the materials received took about two person-years of Commission staff time. Evaluation was a laborious process, taking 5–20 minutes per transcript. In addition, there was a significant burden on school staff who had to review sampling instructions, compile a list of their graduating class, select students from this list according to the instructions, copy transcripts, and compile other information when it is not shown on the transcripts.

Electronic Data Collection

In the 2003 study, the Commission collected transcripts electronically using a system developed by UC's admissions office. The system allows school staff to extract and transmit data from the computer applications they use to maintain student records. This greatly simplifies data collection. Some steps in the evaluation process, such as a comparison of courses taken with courses meeting the subject requirements, can be automated. When review by an evaluator is needed, information can be presented in a consistent manner, avoiding the difficulty of reviewing transcripts that come in different formats and have different conventions for naming courses.

Because much of the effort of data collection was establishing contact with a school and making arrangements for data transmission, sampling was conducted differently in the 2003 study. Instead of contacting every high school in the state and taking a few transcripts from each school, a representative sample of schools was selected and all transcripts from these schools' graduating classes were collected.

The number of schools that could be included in the 2003 study was limited because only about 16,000 transcripts could be reviewed by university staff in the time available. Consequently, only 48 schools could be included in the sample. The margin of error was 3.4%, substantially larger than in earlier studies. This was due to the small number of schools sampled, not the difference in methodology. In this 2007 study, data was collected electronically, and more schools were included in the sample. The margin of error is 2.1%.

Transcript Collection and Margins of Error

Study	Schools contacted	Transcripts requested	Evaluation	Margin of error
1996 and earlier	All high schools in the state*.	A sample of 5–10% of the transcripts from each school's graduation class.	Manual.	0.5–0.7%
2001	All high schools in the state*. 1,080 valid responses.	A sample of 5–10% of the transcripts from each school's graduation class. 13,400 transcripts collected.	Manual with some computer assistance.	0.8%
2003	Sample of 48 schools. All responded.	All transcripts for 12th graders. 15,900 transcripts collected.	Computer matching of courses to requirements followed by staff review.	3.4%
2007	Sample of 205 schools. 158 responded.	All transcripts for 12th graders. 72,000 transcripts collected.	More refined version of the system used in the 2003 study.	2.1%

*All comprehensive, continuation, and alternative high schools.

PROCEDURE FOR THE 2007 STUDY

Work on the 2007 eligibility study began in fall 2006. The Commission formed an advisory committee to make recommendations on the approach to the study and on the margin of error needed in the results. The advisory committee consisted of representatives from UC, CSU, the California Department of Education, the Department of Finance, and the Legislative Analyst's Office.

The advisory committee recommended that the study use the same approach as the Commission's 2003 study with transcripts collected electronically in a computer-readable form. This reduces the burden on school staff, avoids the cost of handling the materials received from schools, and allows some of the evaluation to be automated. Data would be collected by Vangent Inc., UC's contractor for collecting and handling student data for the Eligibility in the Local Context program. Vangent has a system to collect course and grade information from the computer applications that schools use to maintain their student records.

Based on the tradeoff between the cost of the study, completing the review of transcripts in a timely manner, and the value of having more precise results, the committee decided that the study should try to achieve a margin of error of about 2%. The margin of error for the eligibility rates for ethnic groups should be similar or lower than in the 2003 study. For this margin of error, a sample of 150–200 schools would be needed.

The Sampling Plan

The advisory committee recommended that UC contract with a statistical consultant to develop a sampling plan. The consultant reviewed the manner in which college-going and eligibility varied between schools and between ethnic groups, and recommended a sampling plan that would give the needed margin of error yet keep the sample size as small as possible. California public high schools were divided into several groups, or strata, based on their Academic Performance Index and ethnic composition. Separate samples would be drawn from each stratum. This ensures that the sampled schools in the sample cover the full range of school performance and that the sample has enough students in each ethnic group to estimate eligibility rates for all ethnic groups with the desired margin of error. This is particularly important for the Asian ethnic group, which had an unacceptably large margin of error in the 2003 study. The sample would consist of 205 schools to allow for a nonresponse rate of about 20%. Details of this sampling plan are in a separate report written by the consultant, *Sampling Methods and Construction of Weights for Eligibility Study of the California High School Class of 2007*.

With electronic data collection, the sample has to be drawn from schools that maintain their student records with systems that can export data in a form that can be read by Vangent's system. This system is compatible with the student record systems used by about 1,200 of the 1,900 public comprehensive, continuation, and alternative high schools in California. These schools account for two-thirds of eleventh-grade enrollment. Analyses done independently by the Commission and by UC before the 2003 eligibility study showed that there was no significant difference in school performance or college-going between schools using the compatible student record systems and public high schools as a whole. If needed, the consultant could examine school performance and other factors related to university eligibility, and if necessary adjust the results so that the estimates reflect California high schools as a whole.

The Advisory Committee concurred with the sampling plan and in May 2007, staff at the Survey Research Center at UC Berkeley drew the sample. The sampling procedure was carried out under the supervision of Commission and UC Office of the President staff.

Data Collection

In August 2007, the state Superintendent of Public Instruction and the Commission Executive Director wrote to the district superintendents responsible for the 205 selected schools to announce the study and request their cooperation. Data collection began in November 2007 when schools had a final list of graduates that included students who qualified as 2007 graduates by passing the California High School Exit Examination in the summer session.

Vangent contacted school and district staff and made arrangements for transmission of data. Most schools were willing to participate in the study. In cases where school staff were reluctant to proceed with transmitting data, UC and Commission staff contacted principals and district staff to explain the importance of the study and address their concerns. Vangent found that 18 schools had changed to student information systems that are not compatible with its data collection system. These schools had to be dropped from the sample.

Vangent continued to collect data from schools until mid-July 2008. By that time, 158 schools had provided transcript data for 72,000 students.

Processing and Review of Data

As the transcript data was collected it was processed by a computer system that gave a preliminary evaluation of UC and CSU eligibility for each student. The system incorporates UC's and CSU's evaluation rules and matched courses and grades on each student's record with each system's eligibility requirements. This information is combined with test scores provided by the College Board and ACT to give a preliminary determination of eligibility. The results from this computer evaluation were then reviewed by UC and CSU admission staff to give a determination of UC and CSU eligibility for each student.

Analysis of Results

The consultant prepared a weighting schedule to correct for differences between the schools providing data and California public high schools as a whole. The distribution of students by ethnicity and by school type in the weighted sample is the same as the distribution of students by ethnicity and by school type for all California public high schools. Staff at the Commission, UC Office of the President, and CSU Chancellor's Office each analyzed the eligibility results independently. All three analyses gave the same results, confirming that the data had been interpreted correctly.

Schools contacted

Total number of schools contacted	205
Schools with incompatible systems	18
Schools declining to participate	29
Schools providing transcripts	158

Transcripts

Total	72,027
Asian	12,131
Black	6,482
Latino	24,273
White	26,733
Other, unknown	2,408